



Occupational Therapist or Physical Therapist Evaluation Rubric Rating Scale PILOT 2016-2017

Therapist:
Assignment:
Evaluator:
Date:

Years in District:
Years in Building/Program:
Absences to Date for this School Year:
Date of Next Evaluation:

DIRECTIONS: Place an "x" in the box under the level which best matches the rubric descriptor.

Components of Professional Practice

Domain 1: Planning and Preparation				
	Emerging- Level 1	Developing- Level 2	Proficient- Level 3	Distinguished- Level 4
Component 1a: Demonstrating Knowledge of Content and Theory of Occupational or Physical Therapy				
• Knowledge of sensory and motor development and the structure of the discipline				
• Knowledge of therapy practice in the school environment				
Component 1b: Demonstrating Knowledge of Students				
• Knowledge of the learning process				
• Knowledge of student's interests and culture				
• Knowledge of individual student disabilities				
Component 1c: Setting Student Outcomes				
• Collaborative IEP goal writing				
• Creating a specific therapy plan of care				
Component 1d: Designing Coherent Intervention Strategies				
• Embeds therapy interventions into the context of student activities and routines				
• Structure and differentiate interventions				
Component 1e: Individualizing Student Assessments				
• Use of appropriate tests and measures for informal ongoing assessments				
• Use of appropriate tests and measures for formal evaluations				
• Use for planning				
Comments:				

Domain 2: The School Based Therapy Environment				
	Emerging- Level 1	Developing- Level 2	Proficient- Level 3	Distinguished- Level 4
Component 2a: Establishing High Expectations for Therapeutic Interactions				
• Conveys importance of the therapy intervention and of learning				
• Expectations for learning and achievement for students				
• Positive interactions with students and other staff, including both words and actions				
Component 2b: Managing the Therapy Environment				
• Management of therapy requirements according to district/state/national educational and medical guidelines				
• Supervision of Occupational Therapy Assistants, Physical Therapist Assistants, and/or Paraprofessionals				
Component 2c: Managing Student Behavior				
• Expectations for student conduct have been established				
• Appropriate response to student misbehavior				
Component 2d: Organizing Physical Space/Adaptive Equipment				
• Monitor safety and accessibility of educational environment and adaptive equipment				
• Arrangement of furniture and use of physical resources is appropriate for each student				
Comments:				

Domain 3: Therapy Intervention				
	Emerging- Level 1	Developing- Level 2	Proficient- Level 3	Distinguished- Level 4
Component 3a: Delivering Effective Direct Therapy Services				
<ul style="list-style-type: none"> Chooses appropriate therapeutic activities and demonstrates understanding of the student's skills, knowledge, and language proficiency 				
<ul style="list-style-type: none"> Monitors and adjusts therapy intervention based on student performance 				
<ul style="list-style-type: none"> Persistence and problem solving to promote student success 				
Component 3b: Engaging the Student in Learning				
<ul style="list-style-type: none"> Encourages and supports student participation and engagement 				
<ul style="list-style-type: none"> Chooses appropriate adaptive equipment and materials 				
<ul style="list-style-type: none"> Structure and pace of therapy session facilitates learning 				
Component 3c: Communicating with Students				
<ul style="list-style-type: none"> Provides appropriate feedback to students 				
<ul style="list-style-type: none"> Explanation of content-Clearly communicates purpose of activity 				
<ul style="list-style-type: none"> Use of oral and written language- Oral and written language is concise, appropriate and understandable 				
Component 3d: Functioning as a Consultant				
<ul style="list-style-type: none"> Understands the role of consultation in the school system 				
<ul style="list-style-type: none"> Analyzes student abilities and performance in the school environment 				
<ul style="list-style-type: none"> Assesses the school environment 				
<ul style="list-style-type: none"> Creates an effective plan for consultation 				
<ul style="list-style-type: none"> Provides educationally relevant consultation 				
Comments:				

Domain 4: Professional Responsibilities				
	Emerging- Level 1	Developing- Level 2	Proficient- Level 3	Distinguished- Level 4
Component 4a: Reflecting on Therapy				
• Accuracy in professional self-reflection				
• Reflecting on student learning				
Component 4b: Maintaining Accurate Records				
• Therapist completion of IEP and 504 services				
• Student progress toward functional goals				
• Non-instructional records-Complete and accurate				
Component 4c: Communicating with Families, Staff, and Community Partners				
• Provides information about individual student progress				
• Engagement of families, staff and community partners in the instructional program				
Component 4d: Participating in the Professional Community				
• Maintains professional relationships with colleagues				
• Involvement in a culture of professional inquiry				
Component 4e: Growing and Developing Professionally				
• Enhancement of content knowledge and skill				
• Service to the profession				
Component 4f: Showing Professionalism				
• Integrity and ethical conduct				
• Advocacy				
Comments:				

Administrator's Summary:

* Signatures acknowledge that both parties have read and discussed the information. The therapist being evaluated may submit additional information to clarify issues from his/her point of view.

(Therapist's signature)

(Date)

(Supervisor's signature)

(Date)